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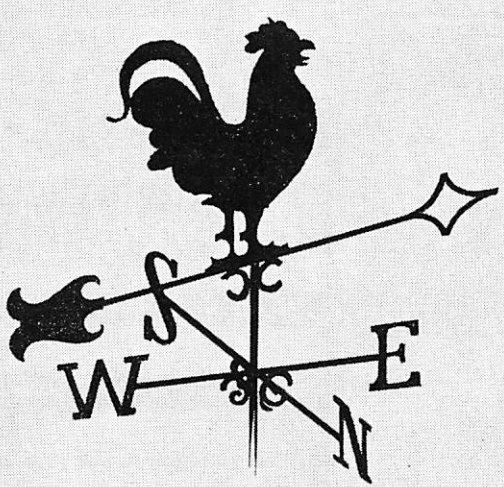

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A DISCUSSION ON STAFF SUPERVISION IN SUMMER CAMPS

COMPILED AND EDITED BY

ALAN KLEIN,
Professor Graduate School of Social Work, University of Pittsburgh.

and

IRWIN HALADNER,
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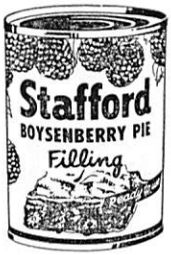

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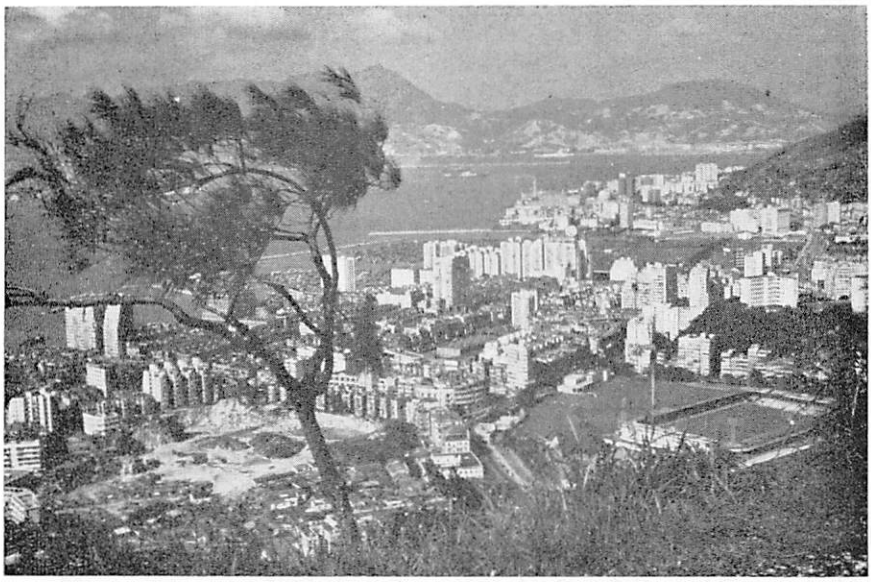

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INSPIRATION FOR YOUR NATURE PROGRAMME

by P. M. Taschereau, Naturalist,
Woodland Boys' Camp, Quebec
Nova Scotia Museum of Science.

Adapted from a talk given by the author at the Nova Scotia Camping Association Camp Directors' Seminar, 1963.

Have you ever considered what it is you do for a child when you give him an interest in natural history? I have found that you can give him an interest so all-engrossing that he will never be without something to do; that you can stimulate a lifetime hobby or avocation. Nature study is a physical activity that takes one out-of-doors in the woods, fields, fresh air and sunlight. It gives a familiarity with native plants and animals that immeasurably increases one's enjoyment of the out-of-doors. Hiking becomes more enjoyable and interesting when one recognizes familiar objects along the trail. Its discipline increases manual dexterity. (The student of insects soon learns the delicate care required in observing and handling such creatures.)

Nature study is an intellectual activity. By encouraging observation it sharpens the senses and increases one's awareness of the beauty and immense diversity of the life around us. Wonder is the pathway to knowledge; it stimulates the desire for knowledge that leads to understanding. And while there is a pleasure in seeing something beautiful, there is a far greater joy in understanding it as well.

Nature study for camps is not biology, nor is it science though it may be scientific. Nature study at camp is designed to encourage the interest of children and open their eyes to things really worth knowing in the world about them. It begins with what is at hand and of immediate interest, and its goal is the heightening and deepening of that wonder and 'desire to know' inherent in every human being. Campers must first experience the adventure of exploring, the excitement of discovery and the fun of collecting before they are ready for more serious pursuits in this area.

Methods of Camp Nature Study

The nature programme must be correlated to the total camp programme, making use of opportunities as they come along. It is centered around the camp museum and consists of hikes, talks, activities and stories, much of the instruction being prompted by the spontaneous enquiry of the campers themselves.

A small library and a space set aside for specimens is the first step in bringing natural history into the camp programme. If there is no camp naturalist, one of the counsellors who has an interest in nature can supervise, and with the help of senior campers, label some of the specimens brought in and look up answers to questions. Care must be taken lest the collections become, dusty, meaningless accumulations of junk. They should be labelled, clean, orderly and meaningful.

Point out things of interest as they are discovered. Clam trails seen at morning dip, mosquito larvae in the

rain barrel, a dragonfly emerging from its nymphal skin, the camouflage of birds—they are all worth calling to the campers' attention. There are nature games suitable for the whole camp, and a nature story forms a most suitable closing for the campfire.

Many instances can be taken advantage of in working nature into the programme. On the first day of camp the naturalist is called upon to outline the boundaries, describe the waterfront, tell something of the camp's history and some of the wild life the campers may expect to see. This might be followed up by a hike around the property during which places of interest —or poison ivy to be avoided—could be pointed out.

Attempts made to 'landscape' tents or cabins by transplanting young trees or shrubs or other wild material can be rewarded by extra points at inspection. Art work done on a bracket fungus can be very attractive as well as instructive. What is a bracket fungus? Where are you most likely to find one? A fungus hunt could be organized and a competition held for the largest bracket fungus found, concluding with an exhibit and judging of the art work. At a boys' camp one noon hour the head table was seen to be adorned with an artistic display of ferns, mosses, and clubmosses planted in an old tin plate covered with shiny new tinfoil. This initiated a table beautifying contest—at the next meal each table had centre-pieces of small green plants.

Nature can be worked into the crafts period by the use of natural materials. Basswood whistles are popular and pieces of driftwood or beaver-chewed wood can be made into attractive lamp bases. The natural bend in the tap root of many young trees can become the handle of a staff. The identification of the various kinds of hard and soft woods used in fire-building, and the situations in which these are found, can make a good campcraft topic.

Bulletin Boards

Apart from the board at the museum, a general nature bulletin board may be placed near or in the dining hall where it will catch the attention of campers. Lists of birds, trees, and other observations are posted here. Pictures of poison ivy, or the plant itself behind a plastic sheet, along with clippings of interest taken from newspapers and magazines are pinned on the board. A group of interested campers may be appointed as curators and the announcements changed frequently to maintain interest. Things of interest at the museum can be advertised, and a shelf may be placed below the bulletin board to hold a specimen or a container of water for a small plant.

Answering Questions

"What is it?" or "What's this called?" will become familiar questions to anyone who takes on the job of nature leader, as will the reply "I don't know" to which should be added "Let's see if we can find out."

This "let's learn together" attitude should be the approach for any leader not a specialist in his subject. Indeed, the more learned and competent a specialist is, the more readily does he admit his ignorance when he doesn't know, or is uncertain of, the answer to a question. As Herb Groh has written, "The mark of a leader is not as one young genius put it, that 'he knows everything', but he should have some facility in, and have facilities for, finding out."

When identifying a find, first of all question the group to see what knowledge they may have about it, then if you can, mention something of interest

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THE VICE-PRESIDENT'S PAGE

ON PROCURING A CAMPSITE

by Jack F. Way,
First Vice President, Alberta,
Canadian Camping Association,
Director, Camp Adventure.

Camping in Alberta, as in most other parts of Canada, has been growing steadily in recent years. This increased interest in camping has caused a great search for campsites. We in the Boys' Clubs of Calgary found ourselves in this position several years ago. This article then, is a sharing of our experiences in the hope that it may be of some assistance to camps looking for new sites.

Like many other organizations with camping as part of their programme, we were looking for a site without the outlay of too much capital. Our requirements included such things as seclusion, natural facilities (lake and wooded area), accessibility, etc.

Our early approaches to real estate groups convinced us that an outright purchase of a piece of property was out of the question. This we felt because our modest beginning in camping did not warrant the expenditure of large sums for property and buildings.

The next approach taken by our Camp Committee was to the Department of Lands and Forests. We explained to them our requirements and the approximate area in which we wanted to locate, namely the thousands of acres of land in the Eastern Rocky Mountain Forest Reserve. The department was very interested in helping us locate a site and proved to be of invaluable assistance.

In consultation with the Forestry officials, and through the use of maps and airphotos, several sites were suggested. It now became a relatively straight-forward task of checking and evaluating each site. After further consultation, one site was decided upon.

The site, a small lake in the Foothills, did not meet all of our requirements, so a temporary free permit was obtained, instead of a long term lease. We felt that our "pioneer" type of camping with boys could be tried on an experimental basis, and if it proved to be a workable location, a lease could then be taken out. It also gave us a chance to become very familiar with the entire area and be able to apply for the best actual piece of property. This latter proved to be true, as our experiences over the next two years showed that the area we had originally thought suitable, in fact, wasn't. When after some three seasons at the site, our lease application was made, there was no doubt in our minds as to the best piece of land. Our fifteen year lease on the 20-odd acres will cost us an annual fee of ten dollars. The property gives us control of over half the lake front and hundreds of acres behind the lake, making a large piece of land unnecessary.

Since then our camp, called Camp Adventure, has never looked back. We are now in the midst of planning

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A HIKING PROGRAMME AT CAMP

by Dick Caswell,
Director, Camp Garibaldi,
New Westminster YMCA-YWCA

Many camps are blessed with lakes and waterways which tend to become the centre of programme for the camp. The camp I direct has a man-made pool and mountain stream so waterfront programmes, (swimming, boating, canoeing, and sailing) cannot be a major emphasis. We have looked for a major emphasis and, at one point, found it in horseback riding but, due to the increasing cost, were forced to look elsewhere.

Our camp is situated at the base of a mountain bordering the Fraser River Valley. Most of the campsite is natural forest and there is a forest area north of the camp which is devoted to forestry research by the University of British Columbia and to the east is a large provincial park. In addition, to the ful scenery. Further to the east in south and west we have a rural area which boasts several pleasant swimming and fishing areas. All these were within walking distance. *Why not emphasize hiking?*

At this point, places of interest were pinpointed and distances checked. To the north we found two lakes (one with excellent swimming facilities) and two mountain streams for fishing (one also had a beautiful secluded swimming hole). Maple Ridge Park and Davidson's Pool was to the south—a wonderful swimming and recreation area which could be used for afternoon, all day and overnight hikes.

To the east was Twin Pools on a mountain stream which offered good swimming and climbing, and Buffalo Falls which offered climbing and beautiful scenery. Further to the east, in Garibaldi Park, was Mike Lake — a pretty mountain basin, the Golden Ears —the peak of Mount Blanshard, Alouette Mountain, Edge Peak and The Needle, and beyond that Alouette Lake.

One problem that now had to be faced, was dealing with the elevation of each point of interest. We found that three miles to Loon Lake was a *stiff* afternoon hike for senior boys, because, while they had good trails and roads, they had to climb 1100 feet to get there. It has been used as a site for all-day hikes mainly, and has proven excellent because of the swimming and fishing facilities. We have found, too, that Buffalo Falls is a particularly hazardous place and, as a result, has been dropped from our list. Since then, we have added several points in all directions to our hiking programme. We have attempted to increase interest in hiking by creating interest in the natural phenomena—water erosion, geological structure, tree growth and development, animal tracks and habits, and in conservation.

We have also attempted to scale our hiking so that certain sites are considered to be for the junior campers, others for the intermediate and seniors and some for the senior boys only. At the moment we are considering the

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Advice from a keen woodsman on the use of . . .

THE AXE

by C. R. Blackstock,
Camp Mazinaw.

The axe is an ancient hand tool used by man to make his way through the bush, to protect himself, to build his shelter and to clear the land. The axe, made famous by Paul Bunyan, is widely used throughout the forest industries and is coming back into use in many of our outdoor recreation pursuits.

The camp situation is an ideal place to teach the use of the axe. Most of our campers are from urban centres where there is no opportunity and no necessity to learn to use it. Any kind of tripping is an occasion for the use of the axe. The camper should be practised in its use before the trip.

Types of Axes

There is a great variety in sizes, styles of head, and length of handle. The hatchet is an axe, perhaps, of a very special kind and thus for use in special situations. The author prefers to have the camper learn the use of a two-handed axe first. He learns to respect both the better. For camp, the 27″ handle with a head of a pound-and-a-quarter to a pound-and-a-half, has proved ideal for teaching campers of eight years of age and up. They can manage the weight without expending undue effort. Practice does not become tiring.

The Grip

The hand gripping the end of the shaft or handle remains fixed in position. The hand nearer the head shifts from near the head at the beginning of the pick-up, to close to the other hand when the axe is at the shoulder.

The Stance

Holding the axe with both hands with the head at the site on the wood where the cut is to be made, the feet are at right angles to the log, about 18 to 20 inches away from it. The legs should be slightly bent at the knees.

The Pick-Up

With the head of the axe on the log, the hand nearest the head begins the lift as the body is straightened. As the axe head is moved to the shoulder this hand slides along the handle to a position beside the other hand.

The arms are not completely straightened at the elbow. The wrists are ready to "cock" the downward action. The hands are at about mid-chest level, the axe is tilted back to the side of the shoulder and behind the ear.

The Swing

Beginning the action in the wrists, the head is forced through an arc which has as its fixed centre the hands and its moving centre the shoulders. As the swing nears completion, the shoulders and hands are lowered a bit. The purpose is to bring the hands closer to the ground than the length of the handle. This action prevents the axe head from hitting the legs or feet.

The Bite or Cut

As the swing is completed the cutting edge comes into contact with the wood. The angle of the head to the surface to be cut is approximately 45° from the vertical. The grip of the hands will

determine this angle. The grip should be quite firm once both hands are brought together on the handle.

The position of the head and the angle of the handle at the beginning of the downward swing affect the angle of the head to a lesser extent.

The Wrist Snap

As the user becomes more practised in the use of the axe, he can be introduced to the wrist snap which comes just as the axe hits the wood. To be effective, the hands must be close together for this quick, sharp snap of the hands in a downward direction.

There are many ways in which to teach the use of the axe. The action is easiest taught when the learner works on a log lying on the ground. Once the learner can manage and control the axe reasonably well in this situation he can be taught to drop a tree or stump. This requires learning to swing through another plane.

He will probably learn that a "bruisin'" axe is not much use; that the edge on the bit must be keen. He should be taught the protective positions to take in "addressing" the tree and to keep the angle of the head to the tree at 45° or less to the horizontal.

Using the axe to split wood requires some teaching too. There should always be wood between the axe head and the axeman. It is well to teach the kinds of woods at the same time as the learner is acquiring skill in the use of the axe. Soft woods — deciduous or coniferous—require different treatment as does green and dry or dead wood.

It is important that the learner find out that the swing generates the force needed to make an effective cut. It also lessens the effort put into cutting with an axe. There is really no reason to wave the axe at full arms' length around behind the shoulders, especially during the beginner stage. Controlled, directed arm action, with the eye on the target gets the best results.

Once past the beginner stage the camper can go on to the many refined and special uses of the axe. To do this he needs opportunity to practise, stimulus to use it constructively and motivation to create with it.

The use of the axe is best taught to small groups in a place set aside for this purpose. As with any other activity there are certain hazards which have to be taken into account. Good teaching eliminates most of these. If the tool is respected and the user learns to manage it he can derive benefit and pleasure from using it.

Let's have our campers in the bush and on the trail take along the axe, knowing well how to use, where and when to put it to work; and how to take care of it. The camper axeman will re-echo that great shout which rang so commonly through the bush, "Timber!" He will expose the growth rings which reveal the weather and soil nutrients of the past. He will discover the quality and smell of dry white cedar and the tough pitchiness of white pine roots. He will learn the stinging tingle from the handle as the head goes against a dead piece of hardwood.

In many ways to be an able axeman will permit a more detailed exploration of the world around him and also more comfortable living in the bush and on the trail.

EDITOR'S NOTE: While we feel sure that a true axeman has a great respect for the long process of growth that makes a tree and would never wantonly chop down valuable timber, it might be well for those teaching axemanship to advise the learners to practise on either dead or fallen wood or on trees that should be cut down for some valid reason. Here is an opportunity for discussing the importance of conservation.

—●

Anne Vail

AMONG OURSELVES

by Mary S. Edgar,
Founder of Glen Bernard Camp.
Honorary President, C.C.A.

It was an historic gathering when the Canadian Camping Association, no longer a section of the American Camping Association, held its first conference in Ottawa in May of 1947. We gathered as representatives of our provincial sections in the conference room of the Chateau Laurier. There in our national capital, our field of vision widened as we saw Canadian Camping as a nation-wide movement. It was there that we elected Miss Anne Vail of Montreal to be secretary of the C.C.A. under the presidency of Miss Dais Gass.

Anne Vail brought to her position a great sense of responsibility and enthusiasm, and within a few months had planned to visit the newly formed Associations of the western provinces. It was my privilege to accompany Anne on this tour and it was a memorable adventure. We met first the camp leaders of Vancouver, then those of Calgary, Edmonton, Saskatoon and Winnipeg. With every group of camp leaders Anne was immediately "at home." In her friendly informal manner she answered questions, interpreted C.C.A. and showed the film "Canadians are Campers", a record in technicolor of our first National Camp held at Camp Ahmek.

When she was elected president of C.C.A. in the autum of 1949, Anne Vail was well-schooled for the job. She was personally acquainted not only with the camp leaders of western Canada, but also those of the Maritimes. She was also the thoroughly experienced director of Camp Chapleau in the Laurentians, one of the largest agency camps in Canada.

The exciting story of Anne Vail's activities could never be reduced to a few paragraphs, for although she has retired from her very active life in Montreal, she simply does not know the meaning of that word "retire".

Anne was born in New Brunswick, graduated from St. Stephen's High School and the Normal School of Fredericton, taught school for two years, took a diploma course in Religious Education in Toronto, and graduated from the McGill School of Social Work. After leaving college she became executive-secretary of a large settlement house known as the Iverley Community Centre. This work included the responsibility of directing Camp Chapleau, where every summer hundreds of mothers and children went

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A Welcome addition to our series . . .

WHY I DIRECT A CAMP

by Mrs. Wayne Brush,
Director, Rolling Acres Ranch.

After settling on a ranch nestled in a valley surrounded by hills and with our own three children off to the cities to better paying positions, my husband and I felt very lonely without young people around. We thought what a delightful spot it would be here for city children to spend a holiday and learn more about the animals and pets that we had to share as well as enjoy the healthy wide open spaces. So we started a children's ranch camp.

My husband being an experienced horseman was able to play a very important part in our particular camp. We were both westerners, having grown up at the foothills of the Rockies in B.C. I used to spend two weeks every summer at our church camp in the Fraser Valley. My Sunday school teacher supervised our group. This was where I learned to swim, learned to get along with a group. The long hikes were very interesting and adventurous. Best of all I loved night time when we were grouped around the camp fire discussing many interesting topics and sharing our problems with each other before bedding down under the stars.

After a few years experience in camping I took an interest in leadership, never dreaming that someday I would have a camp of my own in the East and that my Western camping experience would help me basically in directing a camp.

Camping when I was a camper was what I would call "Camping in the rough or Pioneer camping." It was good camping though, a wonderful experience that I have cherished and never forgotten. We learned to get along, make sacrifices or make do with what we had. We learned sharing with our fellow camper.

I believe our camping is more modern to-day. Times change over the years and our growing generations change with the times. Even so, we are still working towards a goal in helping to guide our youth in the right direction to help build sound bodies and minds, and coaching our young people in how to co-operate and get along with their fellow campers. In other words, "Do unto others as you wish to be done by."

Camping can be adventurous, interesting and educational. I feel that all children, and especially those living in the city, should spend sometime every year at camp, so that they may learn about the wonders and mysteries of the great outdoors, as well as learn to live with a group, have the experience of doing things together and sharing. Children need space and freedom and they need to let go after the school term has finished. Just where could this possibly take place better than in a well guided camp?

Our first year of directing our camp finally materialized. It was a small camp, about twenty boys and girls. We

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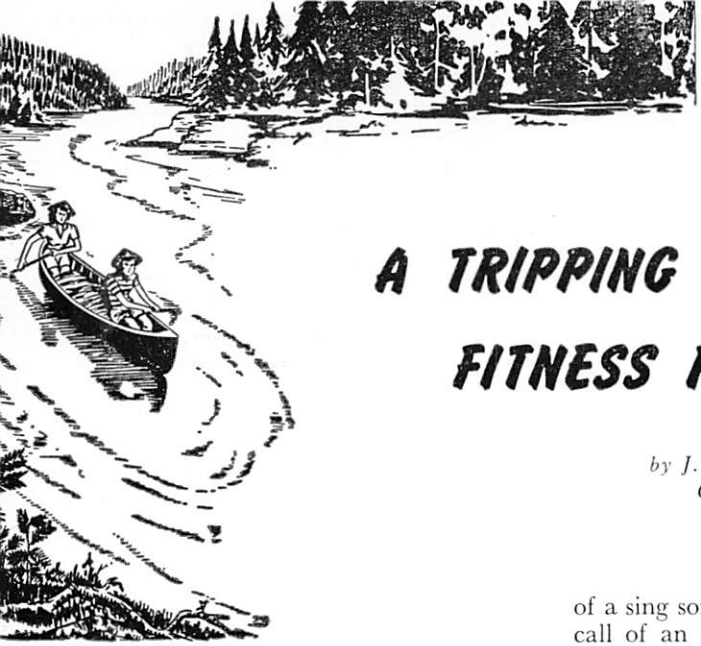

A TRIPPING FITNESS PROGRAMME

by J. H. Ebbs, M.D. and assistants, Camp Wapomeo.

"Let's go tripping." How often that phrase is heard at camp! All through the winter, campers and staff alike look forward to canoe trips, studying maps, and talking with other trippers to learn about the prettiest lakes, the best fishing and the most challenging portages.

What is the lure of tripping? What makes a canoe trip a rewarding and memorable experience? Tripping offers something to every individual because it is a combination of many activities. In fact, it is a completely new way of life for the city bred person. From dawn until bedtime, the tripper learns to exist comfortably and safely, without the conveniences of home and away from the pressures of an organized society.

There are experiences for every one: the thrill of the first night spent under the stars; the satisfaction of improving a trail, of building a campsite; the excitement of seeing Northern lights on a crisp August evening; and the fun of a sing song accompanied by the eerie call of an owl or loon. All these and more await the camper who is properly prepared for the adventure.

What are the skills necessary for tripping? Paddling, swimming, cooking, packing and tent pitching are, perhaps, the essential ones. Every camper must have some degree of proficiency in these skills before setting out on the trail. But how many are prepared for the five-mile portage while carrying a pack or canoe? And how many are able to paddle a ten-mile lake against a strong head wind? These aspects of the trip require strength and endurance, two qualities often neglected in the trip preparation.

It was with these ideas in mind that a tripping fitness programme was carried out at Camp Wapomeo, Algonquin Park, in the summer of 1962. The main aim of the programme was gradually to build up the campers' strength and endurance so that the first few days of a trip would not be a strain physically. It was hoped that campers who were conditioned at the start of their trip, would not tire readily, muscle soreness would be eliminated, and thus the trip would be more enjoyable. The programme was planned as a pilot study to determine the effectiveness of

physical conditioning for tripping and the efficiency with which a scientific study could be carried on in a camp situation.

The Programme:

The senior girls, aged 14 to 16, were chosen as subjects for the programme. Sixty-seven girls were tested when they first arrived at camp in order to get numerical measures of their organic endurance, and strength of hand, arm, shoulder and leg. Groups of the same age were then assigned by cabin into control and experimental groups. The control group carried on with the regular camp programme of swimming, canoeing, sailing, riding, etc., while the experimental group was given vigorous physical conditioning in addition to their normal activities.

Both groups, control and experimental, were tested before and after their trips to measure the following:—

(a) Changes in physical fitness produced by canoe trips.

(b) Any advantage for the experimental group over the control group.

Conditioning Programme:

In the morning after breakfast, the experimental group was led in a series of five exercises lasting approximately ten minutes. These were designed to strengthen the hand, arm, shoulder, back, abdominal and leg muscles. Toe-touching with side-bending, sit-ups, back extension, chin-ups from a horizontal position and running on the spot were the exercises performed. By increasing the rate and number of repetitions of each exercise, the girls improved their performances and gradually increased their strength, flexibility and endurance.

The second part of the training programme was a mock portage set up in camp to duplicate many of the conditions found on the trail; uphill and downhill grades, flat ground, a series of stepping stones, a low beam to stoop under and a fallen tree to walk along. The girls were taught the proper way to flip packs and use a tump line. Once a day each camper in the experimental group spent ten minutes on the circular portage, the aim being to increase the number of circuits completed in the time limit. With this incentive, every girl competed with herself in an attempt to break the record she had set the day before. This part of the conditioning could be called a modified "Circuit Training" programme.

The conditioning programme continued for about a week until the senior trips went out. Both the control and the experimental group took five or six day-trips of similar length and strenuousness. On their return, all the campers were retested for measures of strength and endurance.

Attitudes and Interest of Participants:

The testing programme met with enthusiasm among staff and campers. They were interested to be given a numerical measure of their strength and there was much good natured kidding about being a weakling or a "Miss Atlas". Many of the girls asked for special exercises to help them improve performances. The five formal exercises, when done in a group, were fun, and many who hoped to lose weight or slim down felt that these work outs would help. After the first day or so, they found the exercises easier to do and muscle stiffness was soon worked out The majority of those in the experimental group said that they felt better for having done the exercises.

Considerations:

It was felt that the exercises were too formal for the camp situation.

While formal calisthenics allowed the testers to control the study, a regular camp programme, designed to improve strength and endurance, could achieve the same results in a more natural way. To be effective, the exercise should be strenuous. Endurance swimming, canoe sprinting and long distance hikes with packs would all be good preparation for tripping. Since the activities of tripping are usually more strenuous than normal camp activities, a gradual build up of exercise should increase the level of physical fitness and reduce the fatigue of tripping.

The trips started after only one week in camp, allowing too little time to show much difference in the measures of tripping fatigue between the experimental and control groups. It was hypothesized that the experimental group would be less tired at the trip's end because of their better physical condition at the start. Although we were not able to prove this satistically, the experimental group did report that the first day portages were easier to cross in comparison to previous year's trips. Their morale was high and there were few complaints of stiff or sore muscles. The camp as a whole became aware of the value of pre-trip conditioning.

The mock portage proved to be an excellent training course. The girls learned to carry packs properly and improved their ability to balance and jump from rock to rock with the weight of a pack. The packs should be comfortable to carry and not so heavy that the campers do not enjoy the experience. Practical training such as this is really the best preparation for tripping.

On analysis of the pilot study, the following conclusions were reached:

(a) Canoe tripping does produce marked improvement in physical fitness as illustrated by the post-trip measurements for all campers, both control and experimental groups. Pulse rates were lower after the trips, indicating improved respiratory fitness. Scores for back strength and leg strength also increased from the first test to the second.

(b) The experimental group did not have a noticeable or measurable advantage over the control group. The pre-trip conditioning programme was not long enough to produce significant differences between the two groups. However, the experimental group did not suffer from muscle stiffness on the first day of their trips, a fact which helped to speed them on their way and increase the enjoyment of the trips.

The study led us to conclude that a conditioning programme is desirable for campers before they go out on lengthy canoe trips. A longer training period would likely produce greater effects than were observed after a short time. To be a suitable part of the camp programme, the conditioning should be an integral part of all camp activities related to tripping, so that skill as well as fitness could be improved.

—●

THE PINECREST WOODCRAFT PROGRAMME

by W. E. Yard,
Y.M.C.A. Camp Pine Crest.

Do we really lead our campers to a thorough and genuine appreciation for the out-of-doors? This question has cropped up in our Fall Programme Evaluation sessions year after year, and in October of 1961 it stimulated a series of meetings which carried right through 1962 and the Spring of '63. These were working sessions, aimed at developing a comprehensive plan for a more effective "Woodcraft" and Nature Programme.

It was agreed that the programme known as "Woodcraft" would involve a wide variety of skills and a broad field of knowledge, so that every part of the camp would be affected. Here are some of the general areas:

Building shelters
Handling the axe and knife
Knot tying
"Safety in the woods"
Conservation
Canoeing and portaging
Tent pitching
Knowledge about weather
Identification of birds, mammals, insects, and reptiles
Campfire programming
Building, extinguishing and fighting fires
Map and compass work
Splicing and lashing
Wilderness first aid
Survival swimming
Hiking, trail blazing and trail marking
Camp cooking
Identification of stars and constellations
Identification of trees and wildflowers

There were to be three stages, and in each stage a number of woodcraft skills and experiences would be listed on a 'specially prepared card which the camper would carry with him. Instructors would initial the card when the camper had accomplished the required standard for any item. Some form of recognition seemed to be appropriate, provided that it was meaningful, and closely related to the programme itself. After a great deal of searching, the following nomenclature was adopted:

OUTDOORSMAN—This was established as the preliminary level. It involved an introduction to many of the broad areas of the Woodcraft Programme. A blue Woodsman's scarf, cut and sewn by enthusiastic staff wives, was the award for this level.

WOODSMAN—This involved greater knowledge and experience. A "woodsman" received a Mora knife—a small Swedish steel sheath knife with a wooden handle on which a distinctive emblem was cut and burned.

SOURDOUGH — Few people, even among staff achieved this level. A

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MAKING CAMPCRAFT PALATABLE

by Barry G. Lowes.
Camp Timberlane

For too long the tradition seemed to be that on a trip campers eat anything. A camper who made a face at burned oatmeal, the ashes, dirt, grass or flies in his stew was a "softy".

We believe that good tripping means living in the bush as comfortably as possible with as little as possible. Food should be excellent and meals should be imaginative. In an effort to improve our menus and our cooking skills, we tried something new with our staff at pre-camp this year.

Every lunch was a two hour cook-out lunch, a full menu of soup, main course and dessert. The menus were arranged so that all staff had a chance to try standard items and new items.

Since desserts are the things that really make any camper's eyes light up, we purchased a dozen reflector ovens and experimented with everything from brownies, pizza, pudding cakes, layer cakes and pies. Every staff member tried his hand at baking so that by the end of our pre-camp period they were able to bake some delicious desserts. Watching is one thing, but when you actually bake a pie or cake yourself for your own lunch, you learn faster and more thoroughly.

Did it work? Did it carry over? We found that reflector cooking became a highlight of every trip. The accounts of cakes, pies and puddings made and consumed were recorded and related with pride by returning trippers. We also found that right in camp, individual campers or groups were discovering the thrill of baking with a reflector oven. Many evening snacks were home-made with loving care by the campers, from hand-picked berries.

We had another motive in these daily pre-camp cook-outs for staff Counsellors were carefully organized into cooking groups of eight. Each day staff were shifted about in such a way that everyone had a chance to cook with everyone else at some meal. We found that when new and old staff worked and cooked together, they got to know one another much faster than in previous years.

The staff was enthusiastic about the idea. They liked learning how to cook, the fun of cooking and the relaxing, socializing that accompanied the meals.

If you decide to try it, remember to:

1. Allow two hours for the meal.
2. Plan your menus carefully.
3. Have equipment and foods ready for distribution.
4. Assign experienced campcraft persons to supervise the groups.
5. Make sure the meals are a success.
6. Make sure that the staff pass along their newly found knowledge to their campers.
7. Mix your groups up each day.

We plan to repeat the programme in 1964.

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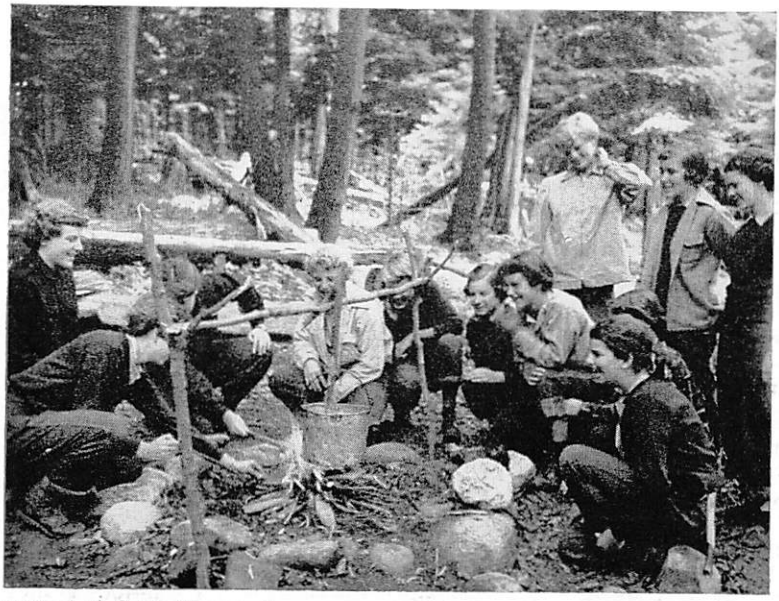

Photo courtesy of Camp Tanamakoon

WILDERNESS TRIPPING

by Walter Wright,
Trip Leader, Camp Wabanaki

A tripping programme can be a great incentive to a fuller enjoyment of outdoor living if it is carried out in a manner which will spark the interest of the individual. Nature is an amazingly beautiful and ever changing wonder which can be fully appreciated only if the person knows how to exist in its complex surroundings. The duty and purpose of the tripping programme is to instill both an appreciation of and respect for this fact in the minds of the trippers.

The principal aim of the programme is threefold; firstly, the development of a sense of fellowship; secondly, an increase in maturity and integrity; thirdly, the opportunity to learn outdoor skills and self sufficiency in remote areas.

The first two of these are accomplished through the demands of the trip group. The tripper, usually of fourteen to sixteen years of age, often comes from an urban environment which revolves around the Saturday night dance and a comfortable home. Placed in a group of young men, in isolated conditions, the youth must strive to get along with the others. It is not easy to always agree with those seen constantly in such close contact. It demands a great deal of maturity and self sufficiency to overlook individual differences in habits and personality. As well as getting along with the group, the tripper must learn to respect and obey the guide, who, as a fully qualified member of the party, has the right to expect obedience and respect from those placed under his care. He is responsible for the welfare, even the lives of those charged to him and a reasonable state of order must be main-

tained. The youth must recognize the authority under which he exists and abide it at all times. It may be difficult to accept this fact at first, but as the trip progresses and he realizes just how much he has to learn, it comes more easily.

The third aspect of the aim of such a wilderness trip is the most obvious and natural one. One cannot survive for a long time in the wilds without suitable preparation and training. Here an untrained person can easily starve in the midst of plenty, simply because of a lack of adequate preparation. The unknown, however beautiful, always holds a certain amount of fear and loneliness. So it is with Nature. However, the tripper, when he is equipped to be familiar with his surroundings will develop a deep respect and reverence for Nature.

Being at home in one's environment is absolutely necessary for complete appreciation of it. This is attained by taking instructions to thoroughly familiarize one with the situation. The amount of pleasure derived from a wilderness trip stretching over a period of about ten days is directly proportional to the skills the trainee has previously absorbed. Before embarking on such a strenuous undertaking as the long trip, the candidate must be in perfect physical condition and know well the essential boating, camping and survival routines. The best way to attain these prerequisite skills is to have both instruction in them and practical experience. Each person must be individually aware of the problems that will be facing him and how to cope with them, even though depending to some degree on the experience of the guide. Certainly, the express moment of shooting a rapids is not the time at which the bowsman should suddenly get the desire for independent action by doing what he thinks fit, ignoring his companions. He must be able to appreciate fully the consequences of any action.

A basic knowledge of tracking, survival cookery with natural sources, first aid, mapping and astronomical navigation, and safety factors are the minimal prerequisite skills that must be completely mastered before embarking upon the extended wilderness trip. They must be worked up slowly, the best way being to start from the basic overnight hike and advancing through the overnight water hike, and the extended water and land hike, until finally the stage where one is prepared for a trip into the complete wilderness is reached. Only then is it reasonably safe for all concerned. The development of these basic skills can provide the incentive for programme activities among campers in the regular camp.

The most important factor in enjoying a trip is the desire to go along. This is the prime requisite. Without it, the trip will not be a success for others in the group. One sullen or dissatisfied member is enough to ruin the party. Each applicant should be carefully screened to ensure that he has the required knowledge, the physical fitness, and the proper attitude of mind. A wilderness trip is a lot of hard work but it brings a person closer to the greatness and beauty of Nature, and can result in being a glorious experience. Fear of the unknown is banished and a sense of real achievement takes its place.

Success can be attained only by a joint effort on the part of both the guide and the tripper. Close personal cooperation is essential. The individual must have gained in knowledge and exhilaration from a trip. Enthusiastic trippers are the best publicity this programme can possibly have and if this is the end result, then the programme has attained its goal: to instill in today's young people a deeper appreciation and respect for the world around them. —●

Sermons Under The Sun

by Mary Paton,
Camp Onawaw.

A dozen little girls dawdled along to their own spot at the lake's edge. Some skipped, hopped or ran, but never in a direct line. One stopped to pick up a small toad and another an ant. A third stood gazing out across the lake, looking at nothing in particular. These were the eight and nine-year-olds on their way to worship. Perhaps you might feel that this was no mood in which to enter into the Presence of God. Yet an essential ingredient of worship is the ability to wonder, and the unhurried, uninterrupted walk to the lake was planned with this in mind.

Worship lasts about ten minutes; sometimes there is a story, a poem, a hymn — always there is a prayer. "Thank you, God, for rain; thank you, God, for sunshine; thank you, God, for trees." The children are asked to take turns and can add to the litany anything that they wish. It may be a thank you for any of the things around camp: lakes, flowers, trees—these are the usual. One day, though, I was startled to hear, "Thank you, God, for Klondike Day". This special day was something that the campers really wanted and at last the day was here. This was her way of saying thank you for the lovely day.

We have also had thank you's for birds, and one summer for two baby raccoons. One memorable morning someone saw a beaver swimming not far from shore. "It's a beaver," came the cry from a small camper. There was the beaver working hard — the first time the campers had ever seen one. One day we had paid a visit to the beaverhouse but no beaver had been seen until this morning. We stopped and watched him swim busily by. Another time the dragonflies were emerging from the water and coming out of their shells. We watched again. We were observing one of the miracles of this earth. There seems to be so little time for one to sit and wonder, to listen and to watch in these days of rush, rush, rush. And so we paused, and then returned to worshipping God, the Creator.

Of course the wondering must go on all day and every day. Camp staff has to be trained to appreciate the importance of wondering. Sometimes scheduled activities must be postponed, because I do believe that wonder is a necessity if we would worship or take our rightful place in the creative work of every day.

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increased our number of horses on the ranch to give adequate riding and instruction to our young guests. Immediately I was nick-named and looked up to as Mom and my husband as Dad. This was the campers' doing, and I must say it gave our ranch that homey atmosphere.

Soon, it seemed camping was in our blood to stay, and we were looking forward to every camping season when our boys and girls would join us again at the ranch and bring many friends along too. We were always busy and our summer family was a happy group.

We knew each camper individually and loved every one of them. They came from far and near. I will never forget one little Japanese boy who hadn't been in Canada long and spent two weeks camping with us. He was toasting a marshmallow at his first camp fire and when it was well toasted he looked up at me, starry eyed and said, "What do I do with it now?" This was an entirely new experience for him in a strange setting.

My husband and I find camp life, and working with and guiding our young campers very rewarding and satisfying. On the whole, we find very few problem campers, but rather a camper with a problem. To us this is a great challenge and an important one. We try to understand and guide our campers as a group or individually if needed.

Many of our campers are repeats and stay with us over the years and train as leaders. In our opinion they are our best leaders. Here again is our reward as we see our senior campers developing and being coached into good leaders, so needed today.

I believe a director can do much for a child in the building of good character, making him trustworthy and

confident if he can work directly with him for a season or half season. One must get to know the camper to understand him.

So to sum it all up, this is as near the answer as I can reach. We find directing our camp is a very worthwhile challenge, a most gratifying and rewarding experience. We are never through learning. Sometimes we do wonder how long can we keep up the pace. Though we grow older each year, our campers do keep us young at heart.

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in ever-changing groups for a fun-filled holiday.

In 1948 Miss Vail was invited to Britain by the National Council of Social Service to do an informal survey of Youth Work and Recreation. She spent eight months in England, Scotlan, Wales, France and Holland visiting all kinds of social agencies, and represented Canada at the Conference of International Federation of Settlements in Paris.

Supposedly retiring in 1960, Anne left Montreal and returned to her native village in New Brunswick. There she promptly accepted a teaching position. Then she became chairman of the School Board and president of St. Stephen's Presbyterial of the United Church. Not being able to detach herself from camping and campers, she went off in 1962 to Camp Wilbaken on Lake Memphramagog as director of counsellor education, where she returned again for a month last summer.

In summing up Anne Vail's philosophy it might be said:

"Many are the added joys
The passing birthdays give,
So say a Grace and *keep alive*
Completely, while you live."

—●

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BE A WEATHERMAN

by H. G. Hedges.

Reprinted from THE YOUNG NATURALIST, monthly bulletin for young people of the *Federation of Ontario Naturalists*, with kind permission.

It is quite easy to make a bottle barometer that will work very well if kept indoors, where it will not be affected by great temperature changes. You will need a bottle with a fairly large mouth, a balloon and a soda straw.

Cut the balloon and stretch the rubber over the mouth of the bottle. Hold the rubber in place with elastic bands stretched around the jar. Using glue or cellulose tape, fasten the end of the soda straw to the middle of the rubber stretched over the mouth of the jar. Insert a small stick into the other end and sharpen it, so that it will serve as a pointer.

Place the barometer as shown, so that the pointer marks one point on a graduated scale. Note the changes from day to day as the pointer moves to a higher mark (higher pressure) or to a lower one (lower pressure).

Can you figure out how the barometer works? When air pressure increases (higher pressure) the rubber is pushed in by a small amount. This motion raises the pointer. If the atmospheric pressure becomes less (lower pressure) there will be greater pressure in the bottle than outside, and the air in the bottle will push up the rubber. This motion, in turn, will lower the pointer on the graduated scale.

This barometer will not work accurately outside, because of temperature changes.

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modest but adequate building facilities for the 1964 season.

In viewing our experiences in retrospect, we feel that working with the Department of Lands and Forests had many advantages for us, namely:

1. We were able to secure adequate land at a small annual fee.
2. We had the interest of the Department of Lands and Forests in camping and had their valuable assistance and guidance.
3. Commercial encroachments were impossible as it is a restricted area.
4. The area is patrolled by the Forest Ranger, which is especially vital during off seasons.

Similar areas, whether they be Forest Reserves, Game Preserves, National or Provincial Parks are to be found in most parts of Canada. A call at the local office of the Dominion or Provincial Forest Services will bring further details in your section. Although there are building and other restrictions in many of these reserves, they still can offer ideal campsites.

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development of an overnight campsite on our property because the nearest site suitable for overnight use is a little far for the 9 and 10 year olds—particularly the girls (one and one half miles with a major hill). The most difficult hike we have attempted is the climb of the Golden Ears. We have succeeded only once. Other attempts have met failure because of adverse weather. The hike is about 12 miles long and goes up more than one mile above camp. It has been attempted by hiking to a base camp at around 2200 feet (about 6 miles), climbing the remainder of the mountain and returning to the base camp the next day, and hiking back to camp the third day. From the summit (5596 feet) one is king of all he surveys and is truly humbled by the beauty and grandeur of God's handiwork. To the north are the snow-covered peaks of the Coastal Range, to the south is the fertile Fraser River Valley, Mount Baker and Bellingham in the U.S.A. To the west is Vancouver, and, across the strait, Vancouver Island. It is easy from this to see the magic that such a hike holds for a senior camper.

One concern has always been safety. In this regard basically we have followed the policy of the "calculated risk". In all our hiking and particularly with the senior boys, we have felt that an element of risk is desirable as long as it doesn't endanger the participants needlessly. With this in mind we feel it is within the scope of the programme to encourage the seniors to climb the Golden Ears. Special climbing techniques are not necessary — caution, stamina and good judgment are the needs of the climb. One group of boys was to climb the Golden Ears this summer but it lacked some of the basic features that would give it the needed level of safety.

As a result, they spent a day climbing Alouette Mountain which is much lower and easier. This proved to be a challenge for all and each enjoyed the experience which has helped prepare them for the harder climb another year.

Future plans for hiking in our area include consideration of survival camping and extended hikes. Just as many camps send out five-day canoe trips, the thought is that in our area it might be possible to extend our hikes from three to five days. There are hundreds of miles of trails and old logging roads to the north of camp that could present fascinating possibilities for senior boys. Carrying food for that time presents problems even when dried and dehydrated foods are carried. It is at this point that the concept of survival camping enters the picture. A great many people lose their lives in this area because they lose their way only a short distance from help and do not know what to do with minimum or no supplies. And yet our forests are full of food and protection if we know what to use and how to use it. Using the concept of survival camping, a group could go out with minimum equipment and literally "live off the land". As they did this they would be taught many principles that have long since been lost but which may help them save a life someday; and they would be challenged to do something beyond the ordinary — to test themselves to the fullest extent.

This programme has proven to be a blessing in disguise. Through necessity we have been able to venture into an activity which has many fruits as long as it is done on a foundation of good planning.

It is an extremely healthful activity. But more than this, on our back door

we have an opportunity to explore another avenue of fun and learning. Our area has history all around it—an old logging railway, sluice boxes, and mines. These are waiting to be explored and only hiking, leading the campers into areas where few humans have ever been, can make it a reality.

This opportunity may be awaiting your campers too!

—●

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from page 59

hand crafted sheath cover for the knife was the symbol for the "sourdough".

It seems, in retrospect, that there were three primary factors which contributed to the success of this programme. First, in the person of "Sass" Peepre the Woodcraft programme had a highly skilled leader with tremendous personal enthusiasm. Secondly, the period of preparation was thorough, involving many people who would have a share in implementing the eventual recommendations. Thirdly, every effort was made to avoid the superficial and irrelevent: skills, knowledge, and appreciations acquired through this experience were seen as important in the lives of every individual concerned. This genuine sense of the worthwhile nature of the project was shared throughout the entire camp community.

During the six-day pre-camp orientation course for staff, a good deal of emphasis was placed upon the teaching methods for the woodcraft skills, and everybody was encouraged to become as well informed as possible in all areas. By the end of this course, many of the staff were wearing the knife, which identified them as having achieved the "Woodsman's" level. During the summer, several special evening sessions were held for staff, in order to clarify teaching methods for various phases of the programme.

When the Summer Camp began, an old building was moved to a spot in the woods. Campers helped to clear the area, and to level up the building which was decorated with a pair of moose horns and dedicated as "Moose Lodge", the headquarters or home base for the Woodcraft programme. At the opening dedication of this building, every cabin group brought something in the line of a nature lore discovery, or a project related to the advancement of the

woodcraft idea. From this point on, everybody was conscious of a new major emphasis sharing the spotlight with swimming, canoeing, sailing and tripping!

It would be inappropriate to conclude this report without mentioning the part which the writings of Ernest Thompson Seton have played. During the past few years we have been able to acquire a considerable library of Seton's books. They contain a wealth of information and inspiration, and we at Pine Crest are anxious to ackowledge the role that the works of this Canadian artist, writer, and naturalist have played in our own Woodcraft programme.

CAMP CAPERS

Chuck Griffith,
Vice-President,
Nova Scotia Camping Association

Perhaps one of the cutest stories I've heard in camping circles for a long time comes from Camp Breton Dean, Mira, Cape Breton Island, and was told to me last summer by Camp Director, Florence Hare.

On opening night Florence collected all cash and valuables from the new arrivals, and was busy entering the sum of ninety-five cents from one of the younger boys into the Tuck Fund book, when she asked little Timmy (staff dependent), if this was all the money he had to put in the bank. Timmy informed her that he would be making another deposit the next night. "But", said Florence, "You must put all your money in now". "I can't," said Timmy, "You see I'll be getting another 10¢

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Allan A. Macfarlan

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GETTING ACQUAINTED WITH MINERALS

G. L. English and D. E. Jensen

In every camp across our continent lies abundant opportunity to pursue the hobby of rock and mineral collecting, a hobby that becomes more and more absorbing as deeper knowledge is acquired. That knowledge can only be gained through books which have been written by experts. Getting Acquainted with Minerals is worth its price for the breadth and simplicity of its presentation. Easy-to-read tables and indices, further enhanced through illustrations, help the beginner to identify colour, hardness and crystal formation. The first few chapters cannot help but stir enthusiasm in introducing the hobby, in presenting hints on collecting and displaying minerals. Most valuable of all, perhaps, is the chapter on field equipment, specimen preparation and storage, and where to discover this precious loot, in which interest, once roused, never wanes. McGraw-Hill Company of Canada, Limited, Toronto. $8.85.

—E. Flynn.

Do not miss THE DAY CAMP PROGRAM BOOK, prepared by The National Recreation Association by Virginia W. Musselman. It has a great contribution to make in its attitude towards Nature Lore and Campcraft. It is directed to the ordinary run-of-the-mill counsellor who has had no training as a naturalist, and gives him a step by step programme to follow. I believe it should be read and digested by every cabin counsellor or day camp counsellor. If the material were used, we would have far more competent campers, campers aware of the world around them. I cannot recommend it too highly. You will find chapters on nature and science, firemaking and cooking, knots and lashing, shelters, the weather, measuring time and distance, hiking, use of maps and compass, camp emergencies.

—M. Govan

NEW BOOKS

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TREASURY OF MEMORY-MAKING CAMPFIRES by Allan A. Macfarlan, lavishly illustrated by Paulette Macfarlan.
A new collection of several hundred original games, dramas, dances, story-telling, special ceremonies, and other activities for the campfire or council ring, together with guides for planning and conducting the activities for the most memorable fun. Written by one of today's leading experts on North American Indian lore, customs, crafts, and recreation activities. 288 pages, 8⅞ x 11¾ inches. (Published) $11.95

SCIENCE FOR CAMP AND COUNSELOR written and illustrated by William T. Harty.
One hundred and seventeen science projects and activities relating directly to the summer camp environment in all parts of the country — complete facts and directions for using the simplest materials to explore the world. 320 pages, 6⅝ x 10 inches. (March) $10.95

ALONG THE SEASHORE written and illustrated by Margaret Waring Buck.
A welcome addition to Miss Buck's series of nature books, Along the Seashore deals with birds, fish, plants, and shells which are found along the shore. Other titles previously published in this nature series are: In Ponds and Streams; In Woods and Fields; In Yards and Gardens; Pets from the Pond; Small Pets from Woods and Fields. (March) ..... Paper: $1.95, Cloth: $ 3.25

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A nature and woodlore programme library can be expanded almost *ad infinitum,* but there must be a beginning. To this end, the following books and smaller brochures are suggested, some for sale, others obtainable free of charge:

First, and for *every* camp, *Membership in the Federation of Ontario Naturalists,* which brings to the member regular news releases, notices of meetings, conferences and workshops, as well as extensive lists of books, with their prices, on Astronomy, Birds, Conservation, Ecology, Field Guides, Fishes, Insects, Mammals, Plants, Reptiles, Rocks and Minerals, and Weather. $5 per year.

Also . . . *a subscription to "F.O.N.'s Young Naturalist,"* a monthly newspaper, punched for looseleaf filing and filled with nature stories and knowledge even the youngest camper can absorb through its understandable style. $1 per year. Address: Federation of Ontario Naturalists, 170 The Donway West, Don Mills, Ont.

"Getting Acquainted with Minerals" — reviewed elsewhere in this issue, simple in its presentation, understandable by the beginner and invaluable to the more advanced expert in the field of rock and mineral collecting. $8.85 from G. R. Welch & Co., Toronto.

Margaret Waring Buck's series of guide books cover completely each topic. *"In Ponds and Streams,"* for instance, the flowers, ferns, birds, insects, fishes, snails, snakes, toads, turtles, and small mammals are related in their appearance during each season. Description is clear, and illustrations have been drawn from actual models. Other books in the series: *"In Woods And Fields;" In Yards and Gardens;" "Pets from the Pond;" "Small Pets from Woods and Fields."* $1.95 in paper; $3.25 in cloth, from G. R. Welch & Co., Toronto.

*"Native Trees of Canada"**—$1.50, Queen's Printer, Toronto or Montreal. A popular publication describing the occurrence and characteristics of Canadian trees with photographs of leaves, bark, and fruit for most species; a copy of Native Trees of Canada should be in every camp library.

*"Forest Flora of Canada"**—$1.50, Queen's Printer, Toronto or Montreal. This publication provides a visual guide to the more common plants found within the forest. Composed of photographs with the description limited to the name and range of the species, it is designed to be taken into the forest and used by making direct comparisons between the plants and the illustrations.

*"Weeds of Canada"**—$1.00, Queen's Printer, Toronto or Montreal. Excellently illustrated and descriptive, this is a good manual for use in the identification of common weeds.

"Reprinted Plates from "Farm Weeds" — $1.00, Queen's Printer, Toronto or Montreal. These are coloured plates of common weeds with the name of the species beneath. They are bound by two removable pins that allow the illustrations to be easily taken out for mounting.

*"Native Wild Plants of Eastern Canada"**—by F. H. Montgomery—about $5.00, The Ryerson Press, Toronto. Limitation to herbaceous species with the exclusion of trees and shrubs which, with ferns, grasses, sedges and the many introduced plants to be found treated in other works, keeps this book within pocket size. Illustration is with line drawings and some coloured plates.

"A guide to Eastern Canadian Mammals",* by Austin Cameron — 50¢, Queen's Printer, Ottawa. This well illustrated brochure gives the description, habits and distribution of the land and marine mammals, known to occur in Eastern Canada.

*"Seashores, A Golden Nature Guide"** —about $1.35, available at most bookstores. A guide to animals and plants along the beaches with 458 species in full colour.

*"Canadian Atlantic Sea Shells"** by E. L. Bousfield—$1.00, Queen's Printer, Ottawa. An illustrated guide to shell bearing invertebrate animals commonly encountered on the beaches or in shallow water of the Canadian Atlantic Coast.

*"The Marine Fishes of Nova Scotia"** by V. D. Vladykov and R. A. McKenzie—Proc. Nova Scotian Institute of Science 1935—Available from the N.S. Research Foundation, Montreal Trust Bldg., Hollis St., Halifax, N.S. (Very limited supply).

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"An Introduction to the Art of Lapidary"—the story of cutting and polishing rocks; may be obtained free from The Carborundum Company, Niagara Falls, New York.

*"Rocks and Minerals"**, A Golden Nature Guide—about $1.35, available at most bookstores. With 400 illustrations in colour this is an excellent beginner's guide to minerals, gems, ores and rocks.

*"Geological Maps"**—about 55¢ plus tax—Nova Scotia Department of Mines, Halifax, or Geological Survey of Canada, Ottawa, Ont. Detailed and general maps are available for many parts.

*"Rocks, Minerals and Fossils"** by Eugene Poitevin — 15¢, National Museum of Canada, Department of Northern Affairs & National Resources, Ottawa, Ontario. An excellent brief introduction to geology for anyone without experience in this field.

*"Prospector's Set of Rock Chips and Mineral Chips"** — $2.00, Geological Survey of Canada, Ottawa, Ontario. A good beginners collection for learning to identify common rocks and minerals.

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NATURE ACTIVITIES AND NATURE LEADERSHIP

*"Field Book of Nature Activities"** by William Hillcourt, A Putnam Series, about $4.00, available at most bookstores. This book covers hundreds of specific suggestions for projects—things to do and things to make—in the fields of nature, birds, mammals, reptiles, fish, insects, wild flowers, and trees. It also describes the making of nature collections and taking of Nature photographs. The revised edition which contains much added material is called *Field Book of Conservation and Nature Activities*—about $6.00 at most bookstores.

*"Natural History for Young Campers"** by Herbert Groh—25¢, available from the Nova Scotia Museum of Science, Spring Garden Road, Halifax. The author of this pamphlet, one of Canada's finest living naturalists, draws from his years of experience with Y.M.C.A. and youth camps, church groups and nature clubs to outline how the camp can be more than merely a playground for a couple of weeks of sport and outing.

"Conservation and Nature Activities" by Canadian Audubon Society—$3.60 to educationalists, 423 Sherbourne Street, Toronto 5, Ontario. A valuable help to the nature leader, providing an abundance of useful information on nature leadership and suggestions of things to do in nature.

"Edible and Poisonous Mushrooms of Canada"—by J. Walton Groves. This book, illustrated with over 400 photographs in black and white and in colour should prove very helpful in the identification of these fungi. The Queen's Printer, Toronto. $6.00.

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about the specimen along with its name. As you satisfy the group's curiosity, make it an opportunity to arouse further interest.

Children and Nature Study

As with any camp activity, some campers will be interested and others not; some will develop a passing, slight or intense interest; others may discover an interest which later becomes their life work. Many will be attracted more to the leader who will take the time to listen to them than to his subject. At any rate, we have to "catch" them, and a sincere personal interest in the individual is as important as an interesting informal presentation of the subject.

To make a few generalizations, may I say that boys of 9 - 13 years generally seem to be enthusiastic about all aspects of nature: "Let's go somewhere and do something" such as hiking and exploring collecting rocks and insects, or doing small projects and helping around the camp museum. Simple projects such as keeping and feeding caterpillars, grasshoppers, or crickets in a jar, planting beans behind glass to observe their germination and development through the week appeal to them, and they like games, quizzes and stories. You will find them quick to show their "catches" to their friends and eager to give out any knowledge they have acquired concerning them.

Somehow it is always to the junior camps that I, and the other naturalists with whom I have worked, look forward the most. Often little is accomplished in the way of finished projects, but the young campers' fresh enthusiasm, warm candour and wrapt attention to our stories do much to make our work a delight and seem so worthwhile.

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Older campers often enjoy service projects, such as making a nature trail, or assisting as junior leaders. They are capable of more serious work on nature projects, and take greater pride and care in making collections, with a greater satisfaction as a result. Live trapping of small mammals (released after the group has seen them), pioneer use of native natural materials, living off the land and working for nature badges have all been found to interest teen-agers at camp. At times these activities lead to the discussion of questions of a deeper philosophic nature dealing with the infinity of space ("What is behind the stars?"), God, evolution, the Bible.

Some boys appear to enjoy killing living things (notably snakes, frogs, even squirrels). Many others will take an active part in defending living creatures from harm, some objecting to the idea of killing an insect for a collection. One of the responsibilities of the naturalist is to instill the right spirit of reverence for life, with a distaste for purposeless killing and yet a balanced attitude toward the treatment of animal life. This may involve showing the place in nature of snakes and frogs, and justifying our killing of insects for a collection or our right to eat animal flesh.

Girls may show particular interest in wildflowers and plants, observing, drawing and collecting them, in rocks and minerals (breaking open rocks often reveals sparkling, unweathered surfaces), in nature art, and — when properly introduced — in small salamanders, turtles and even snakes and mice.

Suggestions for Camp Leaders

As you develop knowledge of an interesting subject, your enthusiasm increases and you enjoy communicating

what you have learned to others. Here are a few suggestions of nature pursuits for camp leaders:—

Look over and buy some of the basic nature books that are recommended, for yourself and for the camp. The field of nature covers a wide range of subjects.

Begin a scrap book of good articles from newspapers and magazines. Try some of these stories at campfire and on rainy days.

Make a tree leaf collection, and a good idea is to press them between the pages of **Native Trees of Canada.** Begin a camp nature programme with trees—they are the dominant life form, the most prominent objects of the landscape, and they influence the environment at most campsites. Then proceed to other plants.

Start a terrarium, or pond life aquarium in an old gallon pickle jar, and when you pass a pond take time out to observe its inhabitants.

Try keeping some live, small native animal: a snail, crickets, caterpillars, a salamander, snake, turtle or frog.

On restless or sleepless nights when the sky is clear, you as counsellor might take your group outside and point out to them some of the constellations. The Big Dipper, the Pole Star, and the Little Dipper should be familiar to most of you as a start. You could learn some of the Greek myths relating to the stars.

If you are fortunate enough to have the space, set up the nucleus of a camp museum—then watch it grow! Leaf prints, maps and nature projects, and magazine cut-outs could adorn the walls. An interested counsellor or camper may be appointed curator Encourage the campers to bring in things and to work on nature projects.

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St. Thomas Aquinas writes "Since God has made things by His wisdom, in considering what God has made we can gather the divine wisdom as it is

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scattered by a kind of communication in God's works." Sir Isaac Newton who discovered the laws of the motions of the heavenly bodies has said: "This most beautiful system of sun, planets and comets could in nowise come into existence without the design and ownership of a Being at once intelligent and powerful. This Being governs all things . . . we admire Him for His perfections, we venerate and worship Him for His Lordship."

An interest in nature, especially one nurtured from youth, can supply the attraction, the excitement and the purpose of a truly worthwhile life-long recreation.

NOTE: The Ontario Camping Association is happy to announce that Mr. Taschereau will be taking part in the Conference in Toronto on February 27-29. It is hoped that you can attend and bring him your questions on nature programming.

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later on tonight." "Now Timmy", chided Florence, "Where in the world will you be getting more money tonight here in camp?"

"Well," said Timmy, "I've just pulled out my front tooth, and if I put it in a glass by my bunk I'm sure there will be a dime there in the morning".

Timmy was right and it seems that the good fairy dressed in blue jeans, a sweat shirt and over-sized fairy boots visited cabin No. 4 on August 13, 1963.

Contributions to "CAMP CAPERS" will be welcomed by the Editorial Committee — Address them to the Editor, Mrs. Dorothy M. Douglas, 26 Park Ave., Oakville, Ont.

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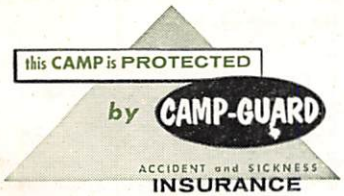

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